DOCUMENT RESUME

ED 331 977 CE 057 887

AUTHOR	Shubird, Ernest
TITLE	Developing a Promotional Plan for Adult Vocational Programs.
INSTITUTION	Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
PUB DATE	Jun 90
NOTE	29p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Students; *Adult Vocational Education; Corporate Education; Education Work Relationship; Guidelines; Industrial Education; *Job Training; *Marketing; Models; Postsecondary Education; *Program Development; *Program Implementation; *Publicity; Public Relations; Retraining; Secondary Education; Staff Development; Vocational Schools
IDENTIFIERS	Contract Training

ABSTRACT

This manual provides guidelines for promoting adult vocational programs in order to obtain increased funding, expand program offerings, attract more students, and develop and conduct customized training. The publication is organized in seven chapters. Chapter 1 discusses briefly the history of adult vocational training, reviews its purposes, describes the prominent features of adult vocational education, offers a rationale, and suggests a model for developing a promotion plan. The remaining chapters, which follow the six steps of the promotion plan, cover: determining needs for training, retraining, and upgrading; setting funding goals; developing objectives for program goals; identifying the public; selecting the marketing mix; and developing the implementation plan. Ten appendixes provide the following: needs survey query, sample promotion plan, sample information sheet, sample schedule of classes, sample public service announcements, sample speech for civic organizations, news release for seeking additional funds, sample letter for seeking support through funding, sample speech for businesses for government groups, and letter to businesses for customized training. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331977

DEVELOPING A PROMOTION PLAN FOR ADULT VOCATIONAL PROGRAMS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Franks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Wayne Teague
State Superintendent of Education
Alabama State Department of Education

Martha Barton
Assistant State Superintendent
for Instructional Services

Stephen B. Franks
Director
Vocational Education Services

Ernest Shubird
Coordinator
Adult Vocational Programs

June, 1990
Alabama State Department of Education
Division of Vocational Education Services
Montgomery, Alabama 36130

CE057887

BEST COPY AVAILABLE

FOREWORD

Each year there are several thousand adults enrolled in the Alabama secondary adult vocational programs supported by federal funds. Many more complete programs financed by locally-generated funds. People served by those programs include the unemployed seeking new job skills, women who have decided to re-enter the job market, displaced homemakers, and the employed who wish to upgrade their job skills. Many more could be served if increased funds were available to finance other needed programs.

This publication deals with promoting adult vocational programs in view of obtaining increased funding, expanding program offerings, attracting more students, and developing and conducting customized training.

Dr. Ernest Shubird, Coordinator, Adult Vocational Programs, wrote this publication with the editorial and manuscript assistance of Mrs. Carol Laughlin, Vocational Education Specialist, and the technical assistance of Mr. Jim Nance, Administrator of Adult Vocational Programs, Huntsville City Center for Technology. Mrs. Joy Lambert, Adult Coordinator, Montgomery County, provided valuable information and materials.

It is the official policy of the Alabama State Department of Education that no person in Alabama shall on the grounds of race, color, handicap, sex, religion, national origin, or age, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program, activity or employment.

CONTENTS

Chapter 1
Rationale for Adult Vocational Program Promotion 5

Chapter 2
Determining The Needs for Training, Retraining, and Upgrading ... 8

Chapter 3
Setting Funding Goals 11

Chapter 4
Developing Objectives for Program Goals 13

Chapter 5
Identifying The Publics 14

Chapter 6
Selecting the Marketing Mix 16

Chapter 7
Developing the Implementation Plan 17

APPENDICES

A. Needs Survey Query 18

B. A Sample Promotion Plan 19

C. Sample Information Sheet 22

D. Sample Schedule of Classes 23

E. Sample Public Service Announcements 24

F. Sample Speech for Civic Organizations 25

G. News Release for Seeking Additional Funds 26

H. Sample Letter for Seeking Support Through Funding 27

I. Sample Speech for Businesses or Government Groups 28

J. Letter to Business for Customized Training 29

Chapter 1
RATIONALE FOR ADULT PROGRAM PROMOTION

This chapter discusses a very brief history of adult vocational training, reviews the purposes, describes the prominent features, offers a statement of rationale and suggests a model for developing a promotion plan.

History of Adult Vocational Training

In the early days of civilization, one learned to work from other family members. A boy who grew up in a nomadic tribe learned animal herding from his father and brothers. The son of a fisherman learned fishing skills from his father, and the son of a weaver learned the weaving skills from his father. When skilled craftsmen and artisans began to flourish in the Middle Ages, the master-apprenticeship system was developed to perpetuate a supply of replacements. In the early Industrial Age, workers were hired as laborers and were simply told what to do since very little training was required. As jobs in industry became more complicated, on-the-job training programs were initiated to provide a systematic way to ensure job skills and enhance proficiency.

Courses have been offered to adults at the high schools and secondary vocational schools ...

When World War II put millions in uniforms, the military faced an enormous training task for the various mechanical and technical jobs required of soldiers, sailors, and airmen. Consequently, short-term technical training courses were developed to fill the need. Combining both classroom instruction with hands-on practice and application, those courses produced a steady stream of graduates who went on to win the greatest war in history. Critics of the "crash courses" were silenced forever and a new pattern of vocational-technical education emerged: the short-term course which combined theory instruction and hands-on application and which prepared entry-level workers.

The years since World War II have seen a proliferation in private technical schools catering to adults. Some were residential schools;others offered instruction by correspondence. For example, thousands became radio (and later) television repairers through correspondence instruction, many learned accounting, and numerous others taught themselves to type. Today, resident and correspondence instruction is available in thousands of commercial schools in numerous occupational areas.

Public technical colleges and institutions have also been available to adults who could afford the time to learn a trade. Many of them offered evening classes tailored specifically to working adults. For the past several years, courses have been offered to adults at the high schools and secondary vocational schools through federal and local funds.

Purpose of Secondary Adult Vocational Programs

The secondary adult vocational programs in Alabama financed by federal funds serve these purposes:

5

Rationale

Secondary adult vocational programs offer training for new jobs, retraining for other jobs, and job upgrading.

• Training for New Jobs

Many of today's workers—especially those from the traditional production-type jobs—do not have the skills to transfer to other jobs if suddenly terminated. Consider, for example, the woman who has worked as a sewing machine operator in a textile plant for twenty years and is given her "pink slip". Or consider the assembler of parts in an electronics parts factory who is terminated. All such workers—in order to find other jobs—must have saleable skills; those who lack those saleable skills must obtain them through training. Several types of training programs are sometimes available such as company-funded or-provided programs, state sponsored programs such as AIDT, and federal programs such as JTPA. Often, some of that training can be provided at a secondary vocational school where the equipment and teachers are available and where the short evening classes are the most convenient for the students.

• Retraining for Other Jobs

In today's economy, jobs change rapidly so that what workers are required to do one year is likely to change the next year as when a company changes its product line and thereby creates new jobs for its workers already employed. For another example, a company converts its manufacturing of plastic products to manufacturing of electronic parts. Whenever such conversions occur, workers must be retrained for the new or modified jobs.

• Job Upgrading

In the present world of work, many jobs are changing so rapidly that workers must continually be upgraded in order to keep up with the state of the art. For example, an architectural firm adds CAD and computers and, consequently, must upgrade both architects and draft persons. An insurance company changes to a more current word processing system and must upgrade all clerical personnel. A welding shop adds computers and robots, and a machine shop adds CNC — in both cases extensive upgrade training will be required. Job upgrading offers many opportunities for adult vocational programs.

Features of Secondary Adult Vocational Programs

Secondary vocational schools and centers have much to offer business and industry in terms of the types of training discussed in Chapter 1: They are usually near to the potential clients, they can offer a convenient schedule, they have facilities, equipment and expertise, and they are well versed in the competency-based, hands-on approach to training.

• Proximity

Many of the vocational schools and centers, especially in the larger school systems, are located closer to potential clients than are the postsecondary institutions. In addition, courses may sometimes be offered in some of the high schools which are also centrally located, making it convenient for adults to attend the evening classes.

• Convenient Schedules

Many of the potential prospects for adult vocational classes have numerous daytime commitments which in themselves necessitate short

evening classes. For example, full time workers who need some upgrade training are expected to work during the day. Housewives preparing to re-enter the job market might be constrained by day time chores in the home. Some might be available only on Saturdays. The secondary adult vocational programs are ideally suited to meet those needs for a flexible schedule.

- **Training Capabilities**

Many vocational schools and centers have excellent classrooms, laboratories and shops which were constructed to simulate, as much as possible, the job environment. In addition, there is a substantial investment in equipment, tools, and materials. Then, of course, the vocational administrators and instructors have many years of valuable experience.

- **Competency-Based Training**

The heart of vocational training is the hands-on approach which makes it readily compatible with the training needs of students and with business and industry. Indeed, this feature has long been a selling point for secondary adult vocational programs. Adults seeking job training want to learn to do the jobs or new skills in as little time as possible.

The heart of vocational training is the hands-on approach ...

Rationale

Adult vocational programs can serve some of the important needs of those unemployed who need to train for new jobs, displaced workers and homemakers who need to learn some new job skills, and workers who must keep up with changing technology through upgrade training. Included with this is the apprenticeship program for which related instruction is provided by many secondary vocational schools.

A Model for Promotion Planning

The following is a suggested model for planning the promotion plan for adult vocational programs. The remaining chapters in this publication follow those steps.

Step 1 - Determine Needs for Training, Retraining, and Upgrading
Step 2- Set Funding Goals
Step 3 - Develop Objectives for Program Goals
Step 4 - Identify the Publics
Step 5 - Select the Marketing Mix
Step 6 - Develop the Implementation Plan

Chapter 2
DETERMINING THE NEEDS FOR TRAINING, RETRAINING, AND UPGRADING

This chapter discusses the types of needs, sources of information, needs assessment, and the priorities for meeting those needs.

Types of Needs

Within the area served by your vocational school there are likely to be needs created by new jobs, job obsolescence, lay-offs and terminations, job upgrading, workers over fifty-five, displaced homemakers, and women entering the work force for the first time.

One of the recurring demands for adult vocational training is job upgrading.

- **New Jobs**

Whenever a new business or industry moves into an area, there are likely to be new jobs created. Most of the time the industry will have its own short in-house training program for entry-level workers. However, sometimes there is a need for more general type vocational skills such as welding, soldering, computer operations, basic carpentry, and many others. Since some of those skills might be prerequisite, those who have those skills are more likely to be hired. This means that you might be able to offer some short-term courses in those basic skills if you are aware of future needs.

- **Job Obsolescence**

As the technology changes, it is inevitable that some jobs become obsolete. An example is in the publishing industry which once used type setters and paste-up persons but is now converting to desktop publishing. So, for example, if you have several printers and publishers in your area, you might consider offering courses in desktop publishing.

- **Terminations**

As technology changes and the economy adjusts to foreign competition, there will be lay-offs of workers from time to time. For example, a textile plant closed, terminating about 400 women. Because of the company's advance announcement of the closing, the local vocational administrator was able to assess the needs of the business and industry and prepare some short-term courses for some of the displaced workers.

- **Job Upgrading**

A worker now entering the work force can expect to have job upgrade training several times during his or her career. The following are only a few of the changes requiring job upgrade training. A welding shop installs robots. The local machine shop adds CNC. The architectural firm has added CAD to its drafting department. Late model cars have electronic ignition, requiring different tune-up procedures. If you are aware of the changes, you might be able to offer some training to upgrade workers in the new skills. In fact, this is one of the recurring demands for adult vocational training.

• **Workers Over Fifty-Five**

With the "greying" of the population has come an increase in workers over fifty-five, many of whom are retired and need other jobs or other sources of income. Many of them, still able to work, have found their retirement income to be insufficient for their needs and have taken part-time jobs. Vocational schools can often help fill this need by conducting such courses as small engine repair, appliance repair, computer applications, entrepreneurship, and others.

• **Displaced Homemakers**

There are now many women who, finding themselves widowed or divorced, have no means of supporting themselves. Without some training in occupational skills many of them will be forced to live off public assistance. The adult vocational courses sometimes offer excellent opportunities for such women.

• **Housewives Entering Job Market**

Many women, who held jobs when married, gave up the jobs to raise the children. With the children now out of the house many of them are returning to the job market. Since so many changes have occurred since their last employment, they must have upgrade training to prepare themselves. Others, who have never held jobs, wish to find employment after raising their children. In both cases, short-term vocational courses offer excellent opportunities for job preparation.

Adult courses may include job-seeking skills.

• **Entrepreneurship**

Self-employment and small business have become important forces in the economy, so much so that more than half of the new jobs created come from small businesses. Adult vocational education can offer this as another opportunity for those who wish to become self-employed and those who wish to start businesses.

• **Job-Seeking Skills**

A good many adults who are seeking employment lack the basic employability skills such as how to find sources of job information, how to prepare applications and resumes, and how to conduct themselves during interviews. An excellent way to obtain such skills is the adult vocational courses where employability skills can be taught.

Sources of Information for Needs

Several sources of information are available to determine the job needs for potential adult vocational courses.

• **Surveys**

The most reliable and most widely used source of job needs is the survey conducted among local business and industry. The survey can provide information on the kinds and numbers of jobs needed and projected, the on-going or projected changes in jobs, projected needs for upgrading, and the needs for training. Appendix A is an example of a needs survey query.

• **Government Sources**

The local office of the State Employment Service can often provide information on job openings in the area. Also, the U.S. Department of

Labor can provide information on apprenticeship projections.

- **Local Personal Contacts**

One of the richest sources of job and training needs information is personal contacts with such organizations as the Chamber of Commerce, the local vocational advisory council, and key persons in business and industry. Such contacts are usually made by the vocational administrator and the cooperative education coordinators.

Priorities for Adult Courses

Once the needs have been determined for training, the priorities should be set up for meeting those needs. For example, the first priority might be to support the apprenticeship programs, the second to provide customized courses, and the third to offer some general courses for job upgrading.

Goals for Meeting Needs

Once the needs have been determined and the priorities set, the next step is to write some goals to guide the further development and promotion of programs. Here are some examples:

Goal 1: To support the apprenticeship program by providing related instruction to at least sixty apprentices.

Goal 2: Develop and conduct short-term, customized training courses on demand for business and industry.

Goal 3: Provide courses for job upgrading such as computer applications, CAD, word processing, and CNC.

Chapter 3
FUNDING GOALS

In Chapter 3, we shall consider some of the possible sources for funding adult vocational courses, analysis of funding needs, and estimation of budgets.

Funding Sources

• Federal

Under the Carl D. Perkins Vocational Education Act of 1984, funds are made available on an allocation formula to local systems for conducting adult vocational programs. Those funds pay instructors' salaries and benefits with an amount equal to 20 percent of salaries allowable for equipment, materials, and energy. Usually, the federal funds are not enough to meet all the needs for adult vocational courses.

• Local

In some cases, institutions ... will agree to fund certain adult courses.

In a few cases, the local boards of education have contributed cash to the adult vocational programs. But in most cases, contributions have been limited to in-kind contributions, including time of administrator and use of facilities and equipment. The programs could benefit from an increase in local funding.

• Tutiton

Most local adult vocational programs charge each enrollee a tuition charge which ranges from $0.50 to $2.00 per instructional hour. This is used to replenish materials, purchase new equipment and often to conduct classes when the federal funds have been depleted.

• Institutional/Government

In some cases, institutions such as hospitals and nursing homes will agree to fund certain adult courses. For example, a hospital in need of a supply of nursing assistants will often be willing to fund a course. Government agencies such as Human Resources will sometimes fund adult courses for the clientele they serve.

• Business and Industry

There are two funding possibilities from business and industry. First, many will pay the required tuition for some of their workers to attend specific courses. Secondly, some will pay an agreed upon fee for the development and conduct of a customized course.

Analysis of Funding Needs

There are three factors to consider in establishing basic funding needs.

• Costs Per Instructional Hour

When the instructors are paid at the rate of $14.00 per hour and when benefits and the allowable 20 percent for equipment, energy, etc. are added, there will be a total hourly cost of about $18.96 per instructional hour.

- **Charges for Tuition**

When courses are to be financed by tuition, the factors that must be determined are payment per hour for instructor plus benefits and desired percentage for equipment, facilities, materials, etc.

- **Charges for Customized Courses**

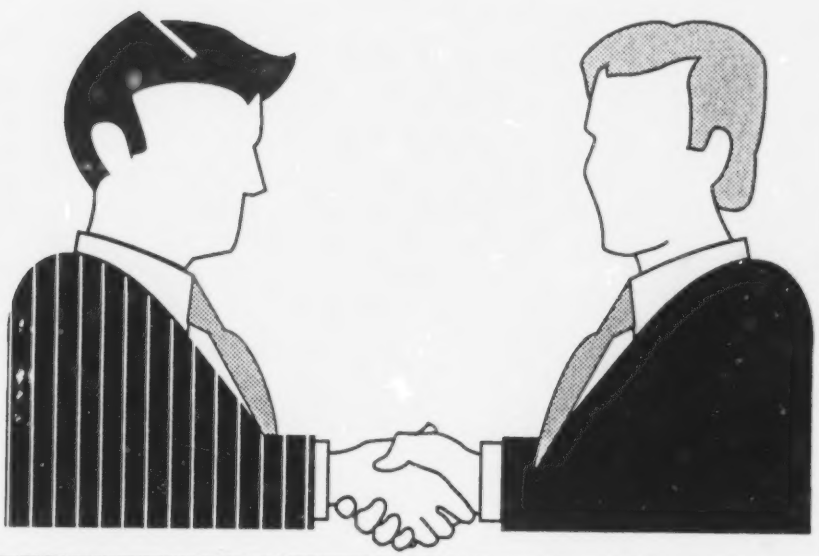
A reasonable charge for developing and conducting a customized course for business and industry is $60.00 per instructional hour. That rate would provide enough for an instructor's salary and benefits, a percentage for facilities and equipment use and enough to reimburse the time expended by the developers. For example, a 40 hour course would cost a total of $2,400.00, paying the instructor $816.00 in salary and benefits at $15.00 per hour, allowing $480.00 for use of equipment and facilities, and allowing $1,104.00 to pay those spending after-school time developing the program.

Estimating the Budget

When estimating the budget, the following must be considered.

- Number of courses
- Hours of each course
- Federal funds available
- Expected funds from tuition
- Local funds available

NOTE: Customized courses are not included in budget estimates because they will be fully financed by business and industry.



CHAPTER 4
DEVELOPING OBJECTIVES FOR PROGRAM GOALS

Using your broad goals as discussed in Chapter 2 and the budget as described in Chapter 3, you will need to develop some specific objectives to facilitate future planning.

Objectives for Target Populations

When you have surveyed the needs of adults in your area, you should have an idea of the types of adults to be served. There might be apprentices in need of their related instruction, displaced workers in need of retraining, workers in need of upgrading or displaced homemakers in need of job skills and job-seeking skills. Your objectives at this point should specify the appropriate target population to be served. For example:

- *Serve at least 72 through apprenticeship related instruction, 250 through skills training, 350 through job upgrade training, and 24 displaced homemakers.*
- *By stating specific objectives for your target population, you will be able better able to focus on specific training needs.*

Objectives for Programs

Just as you should have objectives for the target populations, you should have objectives to delineate the occupational areas you will need to include in your program. You will usually need more than one objective as in the following examples:

- *Provide related instruction for apprentices in electrical trades and metal working.*
- *Provide upgrade training in computer applications, word processing, and CAD.*
- *Provide skills training in welding and basic carpentry.*

Objectives for Funding

Another essential component of a promotional plan is the objectives for funding. These objectives should include federal, state, local, tuition and industry-supported. Here is an example:

During the next fiscal year, obtain:

- *$25,000 in federal funds,*
- *$48,000 in-kind state funds,*
- *$32,000 in-kind local funds,*
- *$18,000 in student tuition, and*
- *$26,000 from business and industry for customized training.*

Chapter 5
IDENTIFYING THE PUBLICS

The term public, as used in promotion and marketing, refers to all the people you expect to deal with and possibly serve through your programs. The types of public you will be concerned with are the educational public, the business and industry public, the potential client public, and the general public. Unless you have identified and delineated the publics, you cannot really focus your promotion plan on the right targets.

Educational Public

You should identify the related publics.

One of your most important publics is the educational, those in public education who have a possible interest in your program and who might be able to give it support. Therefore, in promoting your program, you should first of all make that public aware of your program and cultivate as much support as you can. Here are some of the reasons the educational public is so important:

- Local board members can approve local cash and in-kind funds, lend credibility, provide "word-of-mouth" advertising to community leaders; therefore, they should have the "big picture" of the adult vocational programs.
- Local superintendents are the ones who approve programs, budgets, use of facilities. As community leaders, the superintendents can "sell" the program during contacts with civic and business groups. Superintendents should have big picture and something to sell: hard facts on what the program has accomplished in the past.
- Administrators, like the superintendent, have numerous contacts with the civic and business-industry communities. Therefore, they can "sell" the program through their contacts. They, too, need a general idea of the programs and their scope and some hard facts on their achievements.
- Counselors and teachers should be well versed in the adult vocational program because of their contacts with people. Some of them will also be teaching in the programs. Furthermore, they can tell their students about the opportunities in the adult vocational programs for the benefit of older relatives.
- In the past, students have been one of the most reliable means to promote the adult vocational programs because they could take information to their parents. Students should understand the purpose of the programs.
- Community, junior, and technical colleges comprise another important public. Since our programs are not in competition with them, those postsecondary institutions, especially those who have contact with students, should be aware of the secondary adult programs. Then they can refer those who need short-term training on our

schedule but who cannot meet the schedule of the postsecondary institution.

- Cooperative Education Coordinators, since they work continually with the business-industry community, can sell the programs through personal contact. Coordinators should have complete and detailed information about the program so as to be able to answer any questions that might arise.

The Business-Industry Public

Since the underlying purpose of adult vocational education is to enhance the employability of the trainees, it follows that the business-industry public is of prime importance. Here are some specific segments of that population.

- The local vocational advisory council can represent the programs to the business-industry community since some of its members are in business. Advisory council members should have thorough knowledge of the programs offered and should have first hand knowledge of the expertise, facilities and equipment.
- Certain business organizations such as the Chamber of Commerce and local trade organizations can lend considerable support to your programs. Through them it is sometimes possible to obtain donations of equipment, program subsidies, and requests for development of customized training. Those organizations need to know the scope of the program, the state of facilities and equipment, and the expertise for developing and conducting programs.
- There are certain key people in business and industry—managers, personnel directors, training supervisors, vice presidents—who should be aware of the adult vocational programs because it is their job to know about all the training options available to them. In order to recognize the adult vocational programs as a viable option, they should have complete information on the training capabilities.

The Potential Client Public

All of the promotion efforts are directed toward serving the adults who need the training services, but specific activities should also be directed toward them so that they know the programs exist, what courses are offered, the schedule and the tuition charge. Whenever a system does not have a systematic promotion plan, it seems most of the promotion efforts are directed toward the potential clients.

The General Public

Each promotion plan should have activities that take a "shot gun" approach toward informing the general public about the adult vocational programs. The general public should be aware that the programs exist, where they are located, and whom to contact for further information.

Chapter 6
SELECTING THE MARKETING MIX

An effective promotion plan must address four Ps of marketing: product, package, pricing, and promotion. This chapter, accordingly, addresses the product and its competitive edge, the package of services available, the pricing of the services, and the major means of promotion.

The Product and Its Competitive Edge

In our economy, a new product being prepared for the market must be clearly defined and have a strong competitive edge, a reason or reasons people will want to buy the product. The competitive edge might be improved quality, extra features, safety, added convenience, and numerous others. Our product, of course, is short-term adult training. The competitive edges are usually quality of training, low cost, and a convenient schedule. It is the competitive edge that will influence persons to enroll or not to enroll in the programs.

Why will your programs be attractive to adults?

The Package

Proper packaging answers the question, "What do I get for my money?" This is usually presented to prospective clients in terms of employment preparation or improvement, so many hours of high quality instruction, use of modern tools or equipment, up-to-date instructional materials and a certificate of completion.

Pricing

In adult vocational programs, pricing refers to the tuition trainees will be required to pay and the fees that will be charged for customized training. Here are some principles that have worked in the past:

- Those who pay a reasonable tuition to take a course have a vested interest and are therefore more likely to complete it.
- Tuition should be within reach of those who need the training.
- It should not appear that the school is making a profit–any charge is for cost recovery or replenishment of materials and other resources.

Promotion

Promotion of the package, at this point, usually refers to the general marketing strategy. The marketing strategy for adult vocational programs is often a series of activities geared to each of the publics, for example,

"The package will be promoted to the general public via media coverage, advertising, and posters made available in public places."

See also the sample promotion plan in Appendix B.

Chapter 7
DEVELOPING THE IMPLEMENTATION PLAN

The last step in the model is to prepare the plan for implementing the promotion. This brief chapter, accordingly, discusses the key elements of such a plan.

Requirements for Implementation

• Promotional Materials

In a good promotion effort, several types of promotional materials will be needed. They might include hand-outs, information sheets, class schedules, course announcements, and posters. The development of these materials must be included in the implementation plan.

• Letters

There must be an implementation plan for promotions.

Several letters might be needed in a promotion effort. For example, letters might be sent to former students, potential students who have expressed interest, business and industry regarding support or customized training, and letters to institutions and government agencies announcing services or soliciting support. If word processing is available, it is advisable to create and store the bodies of the letters to be later merged with the address files and printed out.

• Calendar of Contacts and Personal Appearances

It is suggested that a calendar be prepared so that personal contacts and appearances can be scheduled. This includes visits, telephone calls, and speaking engagements. By using a calendar, you can establish preparation time and preclude your forgetting appointments.

• Advertising

Any planned advertising via newspapers, radio, and television should be written and scheduled so that it will be used at appropriate times. If you wait until a program is ready to start, there might not be enough time for the media to schedule and run your advertising.

Timelines

For each major activity to be accomplished—prepare advertising, etc.—there should be timelines to indicate an expected completion date. Those completion dates will help keep activities on schedule and help you set priorities for implementing the plan.

Persons Responsible

If the adult vocational programs are few, the vocational administrator can usually assume responsibility for most of the implementation activities. But when there are several programs, it is usually advisable to delegate some of the activities to others such as secretaries, counselors, teachers, and coordinators. The completed implementation plan satisfies the above requirements as shown in Appendix B.

Appendix A
NEEDS SURVEY QUERY

Metro Vocational Center
912 Main Street
Anytown, AL 36000
November 12, 1990

Mr. Thomas Lowe
Personnel Manager
Preston Industries
945 West Park Avenue
Anytown, AL 36000

Dear Mr. Lowe:

As part of our service to the citizens of Anytown, we at Metro Vocational Center have provided evening and Saturday vocational classes for adults since 1970. Because the primary purpose of those classes is to help adults find employment or to upgrade themselves in present jobs, we must offer classes for those occupational areas in which opportunities or the need for upgrade training exist. We need your help, therefore, in determining which classes are needed. Could you take a few minutes from your busy schedule to provide us with the following information.

1. Please list the jobs in your firm.
2. List those jobs for which openings are projected during the next six months. If possible, give the estimated number of openings projected for each job.
3. List those jobs likely to require retraining during the next year.
4. List jobs that are likely to be discontinued during the next year.

Your input will help us tailor our adult vocational programs to the needs of the community.

Thank you for your assistance.

Sincerely,

Thomas Doe
Vocational Director

Appendix B
A SAMPLE PROMOTION PLAN

Introduction

Metro Vocational Center is located in the center of a city of 180,000 people where several high tech industries have recently located and where there has been a growth in the information and service industries. The Center is equipped with modern facilities in business education, computers, marketing, health occupations, mechanical and construction trades, electronics and electricity, metal-working trades, and drafting.

Needs for Training

A recent survey indicated the needs as follows:

1. The greatest need is for upgrade training in computer applications, word processing, and marketing of services.
2. There are approximately 250 apprentices who will require related instruction during the next year.
3. Several companies have indicated their desire for some customized training.
4. There are enough displaced workers to warrant several classes a year in welding, metal working, basic carpentry, computer applications, and entrepreneurship.

Funding Goals

The overall programs will be financed with federal funds (25%), state and local in-kind (30%) tuition (30%) and business-industry (15%).

Program Objectives

Target Populations

During this school year:

1. Provide upgrade training to approximately 1000 employed persons.
2. Provide related instruction to 120 apprentices.
3. Provide customized training for 10 businesses.
4. Provide new skills training to approximately 350 displaced workers.

Funding Objectives

To accomplish the program objectives, a total of $150,000 will be required. The school, therefore, must attempt to:

1. Obtain $37,500 in federal funds.
2. Obtain the in-kind state and local equivalent of $45,000.
3. Collect $45,000 in tuition.
4. Charge $22,500 to business and industry for customized training.

Related Publics

The promotion of the programs will be directed to the publics.

19

Education Public will include local board of education, superintendent, administrators (including ABE and Community Education), counselors and teachers, cooperative education coordinators, and community college personnel.

Business-Industry Public will include Chamber of Commerce, Retailer's Association, Council of Industry, and presidents, vice presidents, managers, personnel directors and training directors as applicable.

Potential Trainee Public will include all who might have an interest or need in training in the areas offered by the school.

General Public will include everyone in the population who can enhance the general awareness level of the adult vocational program.

Government Public will include the State Employment Service, Human Resources, the Air Force Base, County Commission and the City Council.

The Marketing Mix

The Product will be emphasized as high quality training for employment or job enhancement offered at a low cost and at convenient hours.

The Package will consist of high quality training, modern and well-equipped facilities, and certificate of achievement.

Pricing will be as follows.

1. Student will be charged $2.00 per course hour plus the cost of any materials and books.
2. For customized training, the charge will be $60.00 per course hour for developing and conducting the training.

Promotion. Programs will be promoted to each of the publics as follows:

Education:

1. Information sheets
2. Personal contacts

Business-Industry:

1. Personal contacts
2. Presentation to groups
3. Tours of facilities
4. Letters
5. Telephone calls

General Public:

1. Articles to newspapers
2. Presentation to civic groups
3. Advertisements

Potential Clients:

1. Mail-outs
2. Public service radio, TV announcements
3. Posters displayed in public places

Government:

1. Information sheets

20

IMPLEMENTATION PLAN

Activities	Completion Date	Person Responsible
1. Prepare class schedules for dissemination.		
2. Prepare and send out public service announcements.		
3. Write and send out newspaper ads.		
4. Prepare and send home announcements by students.		
5. Print and distribute flyers in malls and other public places.		
6. Schedule presentations to business groups.		
7. Schedule presentations to civic groups.		
8. Send letters to selected businesses.		
9. Arrange visits to businesses.		
10. Schedule visits to school for business-industry.		

Appendix C
SAMPLE INFORMATION SHEET

ADULT VOCATIONAL PROGRAMS

LOCATION: Metro Vocational Center

PURPOSE: To provide job skills training and upgrading to enhance the employability of adults

CURRENT PROGRAMS:

Computer Applications
Word Processing
Welding
Entrepreneurship
Metalworking
Computer-Assisted Drafting
Basic Carpentry
Electricity
Electronics

SCHEDULE: September 1 - November 30
Monday, Tuesday, Wednesday, Thursday
6:00-9:00 p.m. Each class meets once a week.

CONTACT: Mr. John Doe, Director
Metro Vocational Center
Phone: 830-6710

22

Appendix D

SAMPLE SCHEDULE OF CLASSES

Course Offerings
Metro Vocational Center
912 Main Street
Anytown, AL 36000
Phone 830-6710

Accounting/Bookkeeping
ANSI Y - 14 5M - 1982
Auto Body Repair, Beginning and
Advanced Auto Mechanics
Brick and Block Masonry
Woodworking, Beginning and Advanced
Carpentry
Computer, BASIC Language
Computer, "C" Programming
Computer, Introduction
Computer, Macintosh, Beginning Computer, Macintosh,
Desk-Top Publishing
Cosmetology
Custodial Services
Drafting, Auto-CAD, 2.5/10/0
Drafting, Technical
Electricity, House Wiring
Electricity, Basic
Electronics, Basic
Electronics, Circuits
Electronics, Fiber Optics Technology
Electronics, Microcomputer Repair
Entrepreneurship, Business Ownership
Health Service Careers
Machine Shop
Math, Applied, Trade and Industrial
Quality Assurance
Plumbing, Residential
Refrigeration/Air Conditioning, Beginning and Advanced
Sheet Metal
Shorthand, Alpha Hand and Gregg
Small Engine Repair
Soldering, Mil Spec
Typing, Beginning and Advanced
Welding, Beginning and Advanced
Word Processing, IBM Xerox, CPT, Wang, and WordStar
(Rotating on each machine)
WordStar, Advanced

23

Appendix E
PUBLIC SERVICE ANNOUNCEMENTS

"Opportunity Knocking"

Opportunity is knocking. Are you prepared to answer? Adult Vocational Education courses are now being offered through your local high school or Vocational Education Center. Low tuition, flexible hours, and instructors who care about you add up to opportunities for you and improved skills, jobs, and responsibilities. Take a chance and answer the challenge. For more information call your local Vocational Education Office.

"Are You Frightened?"

Do you feel threatened by high tech? Do computers and word processors intimidate you? You can do something about it. Your local Vocational Education Center offers courses for adults that include Word Processing, Computer Application, Electronics, and many others. The low cost, flexible hours, and self-paced instruction have been designed with you in mind. For more information call your local Vocational Education Office.

"New Century"

I'm coordinator of Evening Extension Programs. The countdown has begun for a new century. If you're in need of training or would like to upgrade your present position, our classes are designed to help you. We offer a variety of subjects ranging from Typing, Welding and Auto Mechanics to Floral Design, Journalism, and Computer Programming. If you want to meet the challenges of tomorrow, learn new skills today. For more information call your local Vocational Education Office 271-0000.

Appendix F

SAMPLE SPEECH FOR CIVIC ORGANIZATIONS

As I left the school the other evening, one of the students—a woman of about 50—said to me, "One of the best kept secrets in the school system is the adult vocational program you have here." As I told her, we don't want to keep it a secret. That's why I'm here to talk to you.

Each evening, Monday through Thursday, from 9:00 to 6:00 p.m., you'll find cars in the parking lot at the Metro Vocational Center. Inside the facility, you'll find several of the classrooms filled with adults, ages 18-75, busy learning new skills in such subjects as typing, word processing, computer applications, computer assisted drafting, machining, welding, basic carpentry, nursing assistant, and others.

Since 1970, we have taught more than 13,000 adults at the Vocational Center. While our main purpose is to teach high school students, we have a secondary mission to serve the adults of the community. So, we conduct courses to help them prepare to find jobs or to improve their skills in the jobs they now have.

Why do adults come to our courses? As you know there are evening programs at the community college, and there are some private technical schools available to adults for evening classes. But not all adults can afford the time usually required in those schools—they have jobs and families and other responsibilities. So, they find our schedule attractive. By investing three hours an evening, one evening a week, they can learn those skills they need to find jobs or advance in their present jobs. And not all adults can afford the cost of going to other schools—check the tuition at one of the private commercial schools sometime. But for about $2.00 per class hour, they can complete one of our courses—or as many as they like—and leave with marketable skills. Each graduate, of course, receives a certificate of completion from the State Department of Education and your local school board.

Have our programs made a difference? We think so. I could name doctors, dentists, lawyers, and other professionals who have learned computer applications in our courses. Numerous businesses have sent their clerical people to our word processing courses. And many, many others have found jobs because of the skills learned in our courses.

If you would like to learn more about our programs, call us at or come by to see us at the Vocational Center. I will also be happy to talk to you after the meeting.

Do you have any questions?

Appendix G

NEWS RELEASE FOR SEEKING ADDITIONAL FUNDS

Date
Metro Vocational Center
912 Main Street
Anytown, AL 36000

Contact: John Doe
830-6710

FOR IMMEDIATE RELEASE

"We want to do our part to help the unemployed find jobs," says Mr. John Doe, director of Metro Vocational Center. For several years, the Center, which trains high school students during the day, has conducted evening classes for adults in such areas as welding, carpentry, electronics, electricity, word processing, and soldering. "For a token fee," Doe explained, "adults can enroll, attend one or two classes a week and finish with marketable skills." The program, which uses the Metro Vocational Center facilities and training equipment, obtains the bulk of its funding from federal vocational money. However, as Doe explained, available federal funds are already committed because of the demand. "Without funding from other sources," he said, "we won't be able to do our part in retraining."

Each week several unfortunate people will lose jobs or fail to find them. Many of them, Doe believes, can find jobs after taking short-term retraining courses at the Metro Center. For that reason, he is seeking additional funding from local government, business organizations, industry, and individuals. "Because we already have the facilities and equipment and qualified teachers," he emphasized, "we can provide this retraining for $2.50 per training hour per student if we have 10 or more students." For example, a 40-hour course in word processing for 10 trainees could be conducted for $1,000.

Organizations or individuals interested in underwriting some of this re-training should contact John Doe at the Metro Vocational Center, phone 830-6710.

26

Appendix H

SAMPLE LETTER FOR SEEKING SUPPORT THROUGH FUNDING

Date
Metro Vocational Center
912 Main Street
Anytown, AL 36000

Dear :

As you know, we still have unemployed people, many of whom will need training in order to find other jobs. For several years, Metro Vocational Center has been offering short-term adult vocational training for employment or job upgrading; hundreds have obtained jobs or wage increases because of that training. As a result of our recent job demand survey in this area, we would like to offer short-term hands-on training in _____, _____, _____, and _____ at our facility.

Certainly, we want to do our part to help our unemployed find jobs, but our federal and state funds with which we conduct our programs are already committed. We are looking, therefore, for other sources of funding to carry on this important training service. Because we already have our facilities and equipment and persons qualified to teach, we can conduct a class of high quality training for 10 or more trainees at the low rate of $2.50 per person per training hour. In other words, $1,000 would fund a 40-hour course for 10 people.

Do you have any ideas on how and where we might obtain such additional funding? If you could find time in your busy schedule to discuss this, I can be reached at 830-6710.

Thank you for your consideration.

Sincerely,

John Doe,
Director, Metro Vocational Center

Appendix I

SAMPLE SPEECH FOR BUSINESS OR GOVERNMENT GROUP

As you know, training is now a multi-billion dollar industry affecting workers at all levels of employment. Entry-level workers must have on-the-job training, those already working must undergo job update training from time to time, and many of those terminated must retrain in order to find new jobs. But training is costly, so much so that only the very largest of corporations can afford training staffs. Consequently, they must often assign the training responsibility as an additional duty, bring in consultants or send their employees outside for training.

I'm here to offer some possible solutions to some of your training problems.

One of the purposes of the Metro Vocational Center is to provide short-term training to adults — job skills training or retraining for the unemployed and upgrade training for those already employed. We do this through our Adult Vocational Program at the Center where classes meet from 6 to 9 Monday through Thursday, September through June, and during the day in July and August. We also conduct evening classes at business and industry sites, especially related instruction for apprentices. So, the first way we can possibly help you is through our evening classes. Right now we are conducting classes in Computer Application, Desk Top Publishing, Computer-Assisted Drafting, Machining, Metalworking, Welding, Industrial Maintenance, Health Occupations, Marketing and Electronics. Those courses run from 20 to 90 hours and meet three hours a week, making it convenient for working adults to attend.

The second way in which we might be able to help you is by designing and conducting customized training. If you have a need for some specific training, such as a certain soldering technique, special welding or machining techniques or utilization of a word processing system, then we might be able to help you. For most of the occupational needs of this area, we can develop and conduct a course for you, at your facility or ours, at a very, very reasonable cost. We operate on a cost recovery basis since we are a public-supported organization. Our motivation for doing this is to do our part in meeting the training needs of adults in our area.

If you are interested in sending some of your workers to one of our regular courses or having us develop a special course for you, please see me after the meeting, or you may call me at 830-6710.

Thank you for the opportunity to tell you about our programs.

Appendix J

LETTER TO BUSINESS FOR CUSTOMIZED TRAINING

Date
Metro Vocational Center
912 Main Street
Anytown, AL 36000

Dear :

As you are probably aware, the Metro Vocational Center provides adult classes, usually in the evenings and on Saturdays. This program has, over the years, helped thousands of adults find employment and improve themselves on the job. Now, we are offering another service to business and industry - customized training.

If you have need for short-term training of some of your employees, we now have the capability to develop and conduct the training for you. Since we are a non-profit public institution, our charge for that service is on a cost recovery basis.

If you would like additional information on our customized training service, please call me at 830-6710.

Sincerely,

John Doe,
Director, Metro Vocational Center